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ABSTRACT

A survey of German language students at all levels at Oklahoma State University sought information on the students' motivation for learning the language, previous exposure to it, attitudes toward the language and its structures, preferred language learning strategies, difficulties with aspects of the language, and actual or anticipated uses of German. Results from 66 responses to the study questionnaire (out of approximately 88 sent) indicate a variety of motivations, and considerable tourist or living experience in Germany or German family heritage. A majority of the students indicated some difficulty with German phonology, and most found German structure to be difficult but learnable. Almost 90% preferred a combination of formal and informal language learning strategies. More than half of the students found that they translated into and from German during learning, using English as their main vehicle of thought, and most viewed their instructors as embodiments of German language and culture. Over 80% could imagine living in West Germany, and most liked German food and could imagine being married to a German spouse. (MSE)

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F. Paul Kosbab

Motivational Attitudes of American College Students of German in the Eighties: A Questionnaire Study

Introduction and Background

What motivates ordinary people to learn a second or foreign language in their life times? The answer seems obvious enough as far as realistic situations are concerned: Immigrants entering a new country and its cultural environment need to learn its language to survive, to communicate at work and play, to deal with everyday situations, get their driver's licenses, and file their income tax returns. For them, there is no choice. Having made their decision to leave their native country and its linguistic foundations, they have to adapt to the new linguistic requirements of the day. Whether especially motivated or not, communicative competence to at least an adequate degree becomes a matter of "to be or not to be" in the freely chosen and voluntarily entered "new country" of their own.

Countless generations of immigrants to this and other countries have proved the point. Many of them have become true bilinguals, persisting "foreign" accents

notwithstanding. Others have stayed on what has been called an "interlanguage" level (Selinker, 1972) and linguistic plateau, while still being able to communicate more or less effectively. Only a relatively few--such as middle-aged or elderly relatives accompanying and depending on their more adept children and younger family members--have managed to get by without learning the new and second language, at the price of remaining unhappily (or perhaps happily) confined to the linguistic and cultural enclaves of closed ethno-geographic communities within their host countries.

Other, less stringent requirements for one or several "second" languages apply to natives of smaller countries heavily dependent on tourist industries and their various ramifications, with none or few opportunities to make a decent living otherwise.

A third--sometimes large--group of more or less involuntary second language learners has historically consisted of political refugees of all creeds and colors forced to leave their native countries for a variety of political reasons and upheavels; their equivalents in the economic realm have been migrant and "guestworkers" faced with unemployment and starvation in their own, economically underdeveloped or deprived native countries.

What all these groups have in common is the <u>necessity</u> of learning a second language. Their motivation can therefore best be described and categorized as being of a

predominantly instrumental mature--at least at first--which, of course, does not preclude the later development of a more integrative type of linguistic motivation as the temporary or permanent newcomer gets more securely settled in his or her new environment.

Second or foreign language learners in a domestic college setting are in a fundamentally different situation. Theirs is usually not a more or less forced choice (except perhaps for stringent foreign language requirements imposed by the educational institution) to learn a particular foreign language as a means of economic or social survival. Therefore, they can afford to be much more choosy and selective in regard to their linguistic ambitions--if indeed they actually exist.

Even though enrollments in foreign language classes in this country have been traditionally quite adequate (though not exactly high if, for instance, compared with figures in European countries or the Soviet Union), relatively little is known or documented regarding the question of what motivates contemporary college students on a deeper level toward studying and learning one or the other foreign language in addition to their native English.

Walker (1978), for instance, comes to the conclusion that "A search of most publications concerned with the pedagogy of language instruction reveals few surveys of the evaluation type. There are occasional comments on higher

enrollments obtained by this or that innovation . . . but almost no open opinion surveys of the type in which students tell what they would like to do in language study . . . Such information is being collected, but it often exists in a particular teacher's files. The problem is, that it is not disseminated to others (p. 140)." In the same context, Walker reports that "In an effort to determine whether new information was in existence, personal letters requesting any available information were sent to chairmen of language departments of community colleges, colleges, and universities all over the country . . . But the rate of returns was appallingly low. Perhaps 10 percent, to be generous, of these personal letters, even of those to acquaintances, were ever acknowledged. Some of the materials sent were unusable and amazingly superficial. Perhaps those who did not reply had nothing to offer or had sampled student opinion and preferred not to reveal results (pp 140-141)."

The opinion expressed by Walker (1978) may, to some extent, be regarded as paradigmatic of the current situation in that a survey of ERIC documents for the past several years failed to identify pertinent papers or publications specifically addressing the question of student motivations and attitudes toward choosing particular foreign languages for study within a college level curriculum.

Nevertheless, even though scarce, some information can be gleaned from whatever reports are available. Thus,

Allawala's 1973 report (cited by Walker, 1978) of a survey of career perceptions of foreign language majors in four states indicates that in 80% of the students surveyed career objectives were an important factor in electing a foreign language major. Other motivational factors included the wish to have listening and speaking practice, and the ability to read newspapers and magazines to keep up on current events and cultural insights in the foreign country (Rivers, 1972).

Generally speaking, the question of why and for what purpose a particular individual student would want to study and learn a particular second language of his or her choice is obviously multi-faceted and would have to be approached accordingly. Different languages have different "assets" and liabilities in regard to their pragmatic values in a student's mind. Modern, living languages such as Spanish, French, German or Russian have--at least in this country--a large, overwhelming edge over "dead" languages (such as Latin or ancient Greek)--intellectually stimulating as these latter might be. It also would make a difference if somebody would just want some strictly limited "tourist" knowledge for incidental travel, or whether some deeper knowledge--as for instance by an exchange student planning to spend a year abroad--is desired (in which case, of course, the linguistic knowledge acquired in the target country itself is likely to be far superior to anything a college classroom could hope to offer with even the best of qualities and intentions).

The teaching and study of German as one of the modern languages, now spoken by more than 100 million people in German speaking countries and other parts of the world, has had its ups and downs in this country for a variety of reasons--some, perhaps most of them, of a socio-political nature. Two World Wars with Germany as one of the principal enemies of the Western-Russian and Western-Sovietic Alliance, respectively, and related political events have certainly taken a heavy toll on German language enrollments as reflected in tabulated figures of percentages of total high school populations, grades 9 - 12, given by Gilbert (1981) for the years 1890 - 1974 (p. 263). The fall-off in enrollments was especially drastic during and after World War I, when the percentage fell from an all-time high of 24.4% to an all-time low of 0.6% during the years of 1915 - 1922, with only minimal recovery during subsequent years. (Somewhat paradoxically perhaps, according to Gilbert, a similar fate was suffered by the teaching of French and other foreign languages, with only Spanish coming out a relative winner.) Compared with W.W.I, the change in percentages between the years of 1934 and 1948 were much less outspoken (from 2.4% to 0.8%), with a "recovery" to 3.3% by 1968 and another decline to 2.1% in 1974. (Statistics for college level language courses in German were not available but may be assumed to follow similar lines.)

In accordance with the figures given in the preceding paragraph and related considerations, Gilbert (1981) comes to the conclusion that in relation to conditions in the United States "The future of French and German lies almost entirely in their function as foreign languages, not as first or second languages. Educators, politicians, and language planners will have to decide what role they will play as objects of study by American students with an English or Spanish mother tongue (p 271)." While this may be so, the same author nevertheless makes an implicit socio-political plea by saying that "If German language study could be abolished overnight in the World War I period, it could presumably be reinstated tomorrow as part of the curriculum at all levels of the educational system, if the U.S.A. came to see maintenance of linguistic ties to our roots in continental Europe as a goal which federal action should promote (p 271)."

While Gilbert is certainly entitled to his opinion, one must however admit that things have vastly changed since the times of World War I; and it would seem highly doubtful that language curricula (other than perhaps for Spanish in respective "bilingual" ethnic regions in the US) could be regulated by federal decree--quite apart from the fact that languages, as almost everything else, have become "marketable items" which follow the rules of supply, demand, and specific needs of their respective "buyers."

In this context, it is, however, interesting to note that more people now speak German than any other language in Europe, and that German ranks as the first or second most commonly-studied language in the Soviet Union, all other Eastern Bloc countries, and in Japan.[1] (From a recent conversation with Chinese officials--all fluent with flawless, unaccented German--at the embassy of the People's Republic of China in East Berlin, I also gained the impression that German is vigorously tought and learned by considerable numbers of students in that country.)

Aside from, and in addition to, general aptitude for second language acquisition, the question of attitudes and motivation toward such linguistic endeavors has been specifically addressed and researched by Gardner et al. and is extensively discussed by Schumann (1980). These authors distinguish two essential components of the "motivation factor"--defined as (1) Integrative motivation; and (2) Instrumental motivation.

According to Schumann (1980), "An integratively oriented learner is interested in learning the second language in order to meet and communicate with valued members of the target language community" (p 227). A learner with an instrumental orientation, on the other hand, ". . . is one who has little interest in the people who speak the target language but nevertheless wants to learn the language for more self-oriented or utilitarian reasons such as getting

ahead in one's occupation or gaining social recognition from one's own membership group." (p 227).

Of the two components, integrative motivation is regarded as the "more powerful" and ". . . more likely to sustain the long-term effort necessary to learn a second language well." (p. 227) Nevertheless, according to the same authors, and Lukmani (1972), instrumental orientation can also be very effective, as studies on learning English as a second language in the Philippines or in India have demonstrated.

Method

With some of the above questions in mind, a questionnaire with 23 categories plus one "open" area was constructed for distribution to college students of German on the elementary, intermediate and advanced levels at the OSU department of Foreign Languages. Areas addressed included linguistic and motivational as well as cross-cultural and familial aspects and variables of German language study, with several options given in each category or sub-category, along with an opportunity for respondents to share additional comments and opinions by way of brief, narrative vignettes.

A total of approximately 88 questionnaires were distributed to students enrolled in formal classes of German during the last part of mid-semester. Of these, 66 questionnaires (= 75%) were returned over a period of three weeks, with a representation of the various levels--somewhat

depending on class sizes--as follows: Elementary, 45 (= 68.2%); Intermediate, 12 (= 18.2%); Advanced, 9 (= 13.6%).

A questionnaire sample with insertion of total percentages of responses, calculated for the entire group of 66 respondents, is provided as Attachment 1, for a general inspection of the format and data involved. However, for purposes of this paper, only selected categories pertaining to motivation and certain student attitudes--including percentiles obtained and calculated separately for each level and within each respective group--will be treated and commented upon in such detail as may be necessary to satisfy the requirements of this paper's topic.

Since respondents were given a free choice of answering or not answering any of the questions or subcategories given (in accordance with their comfort or discomfort level) a small percentage of respondents made use of such option in some of the questions and/or subcategories, and especially in those calling for a "yes" or "no" response. For this reason, some of the partial percentages, in some of the categories, do not add up to totals of 100%. The same, of course, applies to sections where one or more items could be checked.

Questionnaire items selected for comments are reported and commented upon in order of their relative importance within the general context.

Results

Response percentages for Item 6 are shown in Table 1.

Insert Table 1 about here

Comments:

a) Wanting to become a professional translator/interpreter can pertain to both domestic and/or overseas employment possibilities. Only a few respondents in all three groups opted for this potential career component.

b) An equally small percentage considered the possibility of being stationed with the military in West Germany as a motivational factor. In their case, one would have to assume that the assignment, at best, would be semi-voluntary and subject to the vagaries of military life. One could further speculate that required knowledge of German would be of the extended visitor/tourist variety--unless the learner makes a special effort to extend him/herself beyond such limited language learning goal. The opportunity is certainly there; but not the necessity, since military personnel can get along perfectly well within the cultural-linguistic confines of their respective bases and compounds.

c) Considering job opportunities with American (or perhaps domestic) firms doing business in West Germany apparently constitutes a strong motivational factor on pragmatic grounds in all three groups. This is not particularly surprising in that more than 750 American companies are reportedly doing business in German-speaking countries.[7] This consideration--although not explicitly included in the formulation of the question--may also operate in reverse: According to the same sources, more than 1,100 companies in German-speaking countries have subsidiaries in the United States. Furthermore, German has also become one of the most important languages for international finance, being used as the principal means of business communications in international banking centers of Switzerland, Frankfurt/West Germany, and Liechtenstein.

d) Career possibilities within the U.S. Foreign Service appears to be an incentive for some, even though overseas assignments follow the same or similar rules as would apply to the military: they are temporary. But the necessity of being able to communicate and create goodwill with one's counterparts in the host country is obvious, along with many opportunities to become "immersed" in such target cultures, if one so desires.

e) Motivation toward teaching possibilities at some future time was expressed by a total of 13.2% of respondents. This would obviously be a largely domestic endeavor--

requiring nowadays, however, a definite acquaintance with the target language culture and at least near-native fluency in the target language.

f) A total of 39.4% of all respondents checked academic foreign language requirements as a motivational factor. This component may well be regarded as predominantly "instrumentally oriented." However, most respondents in this column also checked other categories as well, which indicates the overlapping nature of such orientation(s).

g) This category elicited the strongest affirmative response in all three groups--pointing toward a strong desire on the respondents' part to achieve communicative competence with native speakers of German in everyday situations here and abroad.

h - j) Learning more about a target culture by means of contemporary and "classic" reading materials, network media and theatrical productions (both on stage and screen) appears to appeal to more than one third of respondents as a natural extension of communications apart from direct and immediate contacts with native speakers. In practical terms, this is not an unrealistic goal, as satellite communications and trans-continentally televised productions become more commonplace with each passing day.

k) German-language scientific or technical papers obviously have only modest appeal to advanced learners of German. This is understandable since "technical German" has

long since been replaced by English as the lingua franca of technology and science in most parts of the world. However, German-speaking countries are catching up and have regained their positions among the world leaders in areas of scientific research and development and may not always want to go through the trouble of translating their findings into English for all times to come. Thus, the situation may change in not so distant a future. (Thirty-two of fifty high-tech companies in the Boston area, for instance, indicated German as the preferred foreign language.)

l) Learning a foreign language as some sort of "status symbol"--while never really popular in these United States--appears to continue to have only a relatively modest appeal to 22.7% of respondents in this study.

m) "Other reasons" for studying German were given by 36.4% of all respondents, with fairly similar-ranging percentiles across all three groups. While not all of them can be quoted, some of them may be given verbatim to indicate their format and general nature:

"I like it..."

"Sounded like fun..."

"I'm full German ancestry. My grandparents still speak it--thought it would be fun if I did."

"Will be travelling in many German-speaking countries in the future..."

"My boyfriend is from Hamburg, and I plan on moving to Germany."

"To gain a greater insight into my ancestry..."

"My family is very German-oriented (Christmas, friends, etc.)..."

"I might like to work in German radio & TV (esp. Deutsche Welle)..."

"It is interesting. I like it. I lived there in a previous life..."

"Plan to move & raise children there..."

"I thought it would be useful to learn another language and German has always interested me..."

"Once bitten by the German "bug," it doesn't let go. My understanding of English has deepened considerably since I started learning German. Words intrigue me, and I enjoy the German sounds."

"Helps in reading Old English..."

The foregoing responses and narrative comments in Item 6 of the questionnaire seem to represent a fairly balanced mixture or combination of instrumental and integrative motivational components. The recurrent theme of, and students' interest in, their ancestral and current familial connections related to their cultural roots and continental heritage do not, however, seem to fall into either of these two categories and would require some further considerations.

Numerical data regarding respondents' families or ancestries of German origin are to be found in Table 2.

Insert Table 2 about here

A total of 68.2% of all respondents apparently have some current or ancestral relationship with Germany and its population then or now--as the case may be. In principle, this is not entirely astounding in that about one fourth of all Americans currently alive are of German ancestry.[1] In addition, many hundred-thousands of American servicemen, often accompanied by their families, have rotated through military assignments in West Germany and Berlin for more than four decades, with many opportunities for cross-cultural connections and relations to be formed.

Regarding the sample of students in this study, their grandparents of German origin--dead or alive--seem to be taking the lion's share of percentages, with other members of their nuclear or extended families following some distance behind. What can be safely assumed, however, is a high degree of probability that familial and related concerns have played a significant motivational role in these students' choice to study German in a linguistic and cultural sense. Coming back to the question posed above, neither instrumental

nor integrative motivational components seem to fully apply here (even though one may argue that the latter might play a certain role); instead, it appears reasonable to assume that emotional and sentimental reasons have played their significant part in these students' wanting to learn German in order to learn more about themselves and to be able to explore their genetic and cultural heritage in some greater depth.

Insert Table 3 about here

Results shown in Table 3 seem to be closely related to the data presented in Table 2, in that nearly half of all respondents indicated that one or more members of their families speak German with varying degrees of proficiency; and more than two thirds say that this has tangibly influenced their wish and decision to study German, for presumably active idiomatic use with some of their loved-ones (who, on their parts, may be suitably impressed and pleased by their son's or grandchild's newly acquired ability to communicate in the old country's mother-tongue).

As far as parental roles are concerned, their positive (or negative) influence on children's second language acquisition has not gone unnoticed by researchers. Schumann (1980), discussing the work of Gardner et al., states in this

context that "For children the most influential cultural expectations come from their parents . . . A parent assumes an active role in promoting his child's language learning when he monitors his progress. . . praises his success and in general encourages him to learn" (p. 229). While this may not be entirely and directly applicable to the young, college-educated adults in this study (some of them still in their teens), the point per se is valid: regardless of chronological age, most of us remain emotionally and in other ways at least to some degree beholden to what our parents (or grandparents, etc.) think, feel, or have to say and pay considerable attention to such relationships as long as they exist. But apart from all such emotional bonds and sentiments, and more importantly perhaps in terms of formal language teaching, learning a new language--by way of choice or compelling circumstances--becomes for many, if not most, an experience of "childhood revisited." In such circumstance, age, status, even significant past life experiences, seem to matter little. Temporarily reduced to the rudiments of human communication, one just feels like a child.

Nevertheless, however, children grow up, emancipate themselves, and as young adults are essentially on their own as far as second or foreign language acquisition is concerned. To some extent--within the confines of a relatively protective and well-structured college

environment--language teachers take the place of "parents": they monitor and praise, encourage or discourage; and hopefully have what it takes in terms of teaching skills and methodology to make language acquisition (in the wider sense of the word) a pleasantly constructive linguistic task and cross-cultural learning experience for their students.

In this context, one must also not forget that native or near-native speakers of the target language (presumably well informed and "immersed" in its cultural and psycho-linguistic background features) are often not only the first but sometimes the only "real" representatives of the target culture in the eyes of their students. Needless to say, the language teacher's role--in and outside the classroom--is therefore crucial; and fortunate indeed are those able to function as respected models with whom their students can identify.

In a limited way, question number 20 in this study attempts to touch upon this aspect of the instructor's standing with his or her language classes. Results are shown in Table 4; they are, to say the least, highly complimentary and, judging from the unanimously positive response especially from the intermediate and advanced level classes, should be regarded as an indication for excellent teacher-student rapport in their particular settings.

Insert Table 4 about here

The following section-items (represented in Tables 5-8) were designed to serve as indicators of students' willingness and inclinations toward becoming "immersed" in, or, at least, getting more closely acquainted with, their chosen target culture and its people. By the same token, results should also be expected to shed some light on the degree to which integrative orientation and motivation, as mentioned and defined earlier (Schumann, 1980), are prevalent in this particular sample of young-adult language learners in a college setting.

Before proceding further, however, a pivotal statement regarding integrative motivation based on Gardner et al.'s research and quoted verbatim by Schumann (1980) should be given here. According to Schumann, the mentioned researchers stated in 1974 that,

> "An integrative motive reflects a strong motive to learn the language of another cultural group because of a desire to communicate with members of that community. Implicit in this definition is a positive affect toward that community. The focus, however, is on wanting to communicate directly with valued members of the second language community. In the extreme case,

it might be suggested that the individual wants actually to become a member of that group . . . " (Gardner et al., quoted by Schumann, 1980, p. 230).

Most, if not all, of these elements appear to be present and represented in the student group sampled in this study.

Insert Table 5 about here

As far as direct communications with members of the target culture and community are concerned, responses tabulated in Table 5 indicate that 40.9% of respondents had established more lasting relationships of one kind or other with native speakers of German. Their commitments in this regard are not only reflected in the numerical percentage of positive responses given, but also in their narrative comments (which cannot be quoted here for reasons of space and time limitations; they will be incorporated and made subject of another forthcoming paper).

An even stronger indication of integrative motivation appears to be a person's willingness or desire to live and work for an extended period of time within the confines of his or her chosen target community--and, in fact, become a "member of the group" for that period of time.

Results tabulated in Table 6 confirm this notion in a

very concrete and significant sense for this particular group of students. 81.9% of all respondents indicated a definite willingness and/or desire to spend an extended period of time--or even to live permanently--within the boundaries of the Federal Republic of Germany for either work, study, or some other defined reasons.

Insert Table 6 about here

Finally, on more emotional-familial grounds, one of the most binding and significant commitments a person can make or contemplate is marriage to a member of another cultural group. Again, results as shown in Table 7 appear significant. 54.5%, or more than one half of all respondents appear to be willing (or even ready in some cases) to entertain such proposition; with another 10 per cent answering the respective question with a qualified "yes."

Insert Table 7 about here

Last but not least, we all would like to eat the kind of food we like; and sing or hear the songs and music that appeals to us. While not of overwhelming importance--and

certainly not as vitally significant as the other subjects just touched upon--these aspects, part and parcel of every and all cultural environments--do play their part (to wit: Irish or Russian songs; Hungarian dances; German classical music; or even the constant, never-ending barrage of popular songs and what passes for contemporary "music" produced by a busy industry of commercial sound-makers). At any rate, these cultural aspects were introduced as relatively minor items for indication of (s)elective preferences--along with a mentioning of the composer/dramatist Richard Wagner whose lyrics and music some people dearly love--and others cannot stand at all.

Results are tabulated in Table 8, and under Question 27 of the questionnaire sample in Attachment 1.

Insert Table 8 about here

Conclusion

The partial results of a questionnaire study focusing on motivational attitudes and familial backgrounds of contemporary college students studying German in formal classroom settings have been presented. Evaluation of data is based on the responses of 66 subjects on the elementary, intermediate, and advanced levels of academic language study. In addition to an assumed adequate motivation toward academic

language learning performance and the pursuit of concrete vocational goals, a surprising degree of integrative orientation and motivation, as first defined by Gardner et al., along with cross-cultural interests and prospective commitments has been tentatively documented or can be assumed to be present in this particular group of students.

Note. A superscripted 1 indicates that factual data mentioned in that particular passage have been taken from a printed sheet of documented facts distributed by the Department of German at OSU as a pamphlet.

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Table 1. Tabulation of response percentages in Item 6, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

6. What is your basic motivation for studying German? (Check one or more)

	Total %	Elem.%	Int.%	Adv.%
a) Want to become a professional translator/interpreter	9.0	8.9	8.3	11.1
b) Expect to be stationed in Germany by the military	9.0	13.3	0	0
c) Might consider job opportunities with American firms doing business in West Germany	54.5	48.9	83.3	44.4
d) Might consider career in the Foreign Service	15.1	11.1	16.7	33.3
e) May want to teach German at some future time	18.2	13.3	33.3	11.1
f) To satisfy academic foreign language requirements	39.4	46.7	25.0	22.2
g) Would like to be able to communicate with native speakers of German (in- or outside Germany)	69.7	64.4	83.3	77.7
h) Would like to read German-language newspapers, magazines, and other contemporary reading material	34.8	20.0	58.3	77.7
i) Would like to read some German "classics" in the original	33.3	24.4	41.7	66.6
j) Would like to understand German-language broadcasts, films, theatrical plays, etc.	48.5	42.2	50.0	77.7
k) Would like to read German-language scientific or technical papers only	7.6	4.4	0	33.3
l) "Status symbol": Would like to demonstrate to self or others the ability to learn a relatively difficult, highly inflected Germanic language	22.7	24.4	33.3	0
m) Other reasons: (Response percentiles; for specifics, see text)	36.4	37.8	25.0	44.4

Table 2. Tabulation of response percentages in Item 4, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced). Figures in brackets represent percentiles related to total number of "yes" responses and equivalents within each sub-group.

4. Are or were any members of your family or ancestry of German origin? (If yes, please specify):				
(Total number of "yes" responses: 45 = 68.2%)				
	Total %	Elem.%	Int.%	Adv.%
a) Father	21.2	15.5	50.0	11.1
	(31.1)	(23.3)	(66.7)	(16.7)
b) Mother	18.2	15.5	25.0	22.2
	(26.7)	(23.3)	(33.3)	(33.3)
c) Grandparent(s)	45.4	44.5	66.6	22.2
	(66.7)	(66.7)	(88.9)	(33.3)
d) Spouse	0	0	0	0
e) Other (incl. extended family members)	16.7	17.8	0	33.3
	(24.5)	(26.7)	(0)	(50.0)
f) If known, from what parts of Germany?	Northern parts, Bavaria Prussia, Lower Saxonia			
g) If applicable: what generation of immigrant(s)?	Variable. Second to fifth generations			

Table 3. Tabulation of response percentages in Item 5, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced). Figures in brackets represent percentiles related to total number of "yes" responses and equivalents within each sub-group.

5. Does anyone in your family speak German? (Answer questions if yes)

(Total number of "yes" responses: 32 = 48.5%)

	Total %	Elem.%	Int.%	Adv.%
a) with native or native-like fluency?	21.2	22.2	8.3	33.3
	(43.7)	(50.0)	(14.3)	(60.0)
b) with "basic German" proficiency only?	12.1	12.1	16.7	22.2
	(24.9)	(20.0)	(28.6)	(40.0)
c) the "Pennsylvania Dutch" kind?	4.5	4.4	8.3	0
	(9.3)	(10.0)	(14.3)	(0)
d) "just a little bit"?	16.7	20.0	16.7	0
	(34.4)	(45.0)	(28.6)	(0)
e) Has this influenced your desire to learn German in any tangible way?				
aa) yes	33.3	26.7	41.7	55.5
	(68.7)	(60.0)	(71.4)	(100.0)
bb) no	16.7	20.0	16.7	0
	(31.2)	(40.0)	(28.6)	(0)

Table 4. Tabulation of response percentages in Item 20, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

20. Do you tend to regard (and "internalize") your instructor in German as a native speaker and representative of that linguistic and cultural environment?

	Total %	Elem.%	Int.%	Adv.%
a) very much so	69.7	55.5	100.0	100.0
b) to some extent	28.8	42.2	0	0
c) not at all ("it's just his/her instructor's job")	1.5	2.2	0	0

Table 5. Tabulation of response percentages in Item 21, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

21. Do you have, or have had, any more lasting relationships with friends, acquaintances, students, "pen pals," etc., who are native speakers of German, with an opportunity for language practice and for getting more closely acquainted with their cultural upbringings, opinions, emotional and temperamental qualities, religious beliefs, socio-political persuasions, and various other value systems?

	Total %	Elem.%	Int.%	Adv.%
a) yes	40.9	37.8	50.0	33.3
b) no	59.1	60.0	50.0	66.7
If yes, please describe your personal impressions and perceptions in two or three brief sentences	Variety of mostly positive observations: Serious-minded, realistic, hard-working, interesting people, etc.			

Table 6. Tabulation of response percentages in Item 23, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

23. Could you imagine yourself living, working, teaching, or studying in West Germany (Federal Republic of Germany) for any extended period of time?

	Total %	Elem.%	Int.%	Adv.%
a) yes	81.9	82.2	75.0	88.8
b) no	15.1	17.8	8.3	11.1
If yes, in what capacity?				
Business	27.4	21.6	44.4	25.0
"Work & live in Germany"	19.6	16.2	33.3	12.5
Study at university	9.8	5.4	33.3	12.5
Military	7.8	10.8	0	0
Embassy work	7.8	10.8	0	0
Teaching	5.9	0	11.1	0
Work as interpreter	5.9	5.4	11.1	0
Extended visit to study culture	3.9	5.4	0	0
"Don't know"	3.9	5.4	0	0
Job with airlines	2.0	2.7	0	0
Bankteller	2.0	2.7	0	0
Chemical engineer	2.0	2.7	0	0
Computer science	2.0	2.7	0	0
Engineering	2.0	0	0	12.5
Historian	2.0	2.7	0	0
Living & raising a family	2.0	0	0	12.5
Politics or PR work	2.0	2.7	0	0
Radio & TV work (Deutsche Welle)	2.0	0	11.1	0
Scientific research	2.0	2.7	0	0
"Summer abroad"	2.0	2.7	0	0
Work with I.C.E. program	2.0	2.7	0	0

Table 7. Tabulation of response percentages in Item 25, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

25. If single, could you imagine yourself being married to a native born German spouse?

	Total %	Elem.%	Int.%	Adv.%
a) Yes, if everything else seems right	54.5	53.3	41.7	77.7
b) Possibly yes, but with considerable reservations	10.6	6.7	33.3	0
c) Out of the question	0	0	0	0
d) Can't really say	24.2	28.9	16.7	11.2

Table 8. Tabulation of response percentages in Items 24 and 26, determined and calculated for total group of respondents; and separately for respective individual groups according to scholastic levels (Elementary, Intermediate, Advanced).

24. Do you like German food and cuisine?

	Total %	Elem.%	Int.%	Adv.%
a) Yes, love it	59.1	57.8	58.3	66.6
b) It's okay I guess	37.9	40.0	41.7	22.2
c) Don't care for it	0	0	0	0

26. Do you like German songs and poetry?

	Total %	Elem.%	Int.%	Adv.%
a) Yes, they seem to turn me on somehow	42.4	33.3	58.3	66.6
b) No, not particularly	13.6	8.9	25.0	22.2
c) Haven't read or heard any to speak of	22.7	33.3	0	0
d) No opinion	21.3	20.0	16.7	11.1

Attachment 1

F. Paul Kosbab

QUESTIONNAIRE

This questionnaire is designed to investigate some inter-cultural and linguistic aspects of learning German as a foreign language by college-level students in a contemporary setting. Your frank and honest responses--which shouldn't take more than 15 - 20 minutes of your time--are invited and will be much appreciated. None will be identified by name or other means; however, please feel free not to answer any question that makes you uncomfortable in any way. All data obtained will be used for statistical evaluation and scholarly assessment within the format of this academic study only. Your help is greatly appreciated.

1.	Age:	Average mean	21.09 yrs
	Sex:	Male	43.5%
		Female	56.5%
	Marital status:	Married	9.1%
		Single	90.6%
	Country of Birth:	USA	89.6%
		Other	10.4%
	Level of German:	Elementary	68.2%
		Intermediate	18.2%
		Advanced	13.6%

2. Have you ever lived in, or visited, Germany for

a) more than one year	12.1%
b) 3 - 12 months	6.0%
c) 1 - 3 months	4.5%
d) less than 4 weeks	21.2%
e) never	56.2%

3. If applicable:

a) at what age?	Average mean	14.8 yrs
b) as a dependent child (parents or other relatives stationed or living in Germany)?		10.6%
c) as an exchange student?		9.1%
d) as a member of the Armed Forces?		3.0%
e) as a tourist/visitor?		25.7%

4. Are or were any members of your family or ancestry of German origin? (If yes, please specify):

a) Father	21.2%
b) Mother	18.2%
c) Grandparent(s)	45.4%
d) Spouse	0%
e) Other (incl. extended family member(s)	16.7%

If known, from what region of Germany?

Northern parts, Bavaria, Prussia, Lower Saxonia

If applicable: what "generation" of immigrant(s)?

2nd - 5th generations

5. Does anyone in your family speak German? If yes,

(32 ≙ 48.5% respondents answered with yes. The following percentiles are calculated on this figure)

a) with native or native-like fluency?	43.7%
b) with "basic German" proficiency only?	24.9%
c) the "Pennsylvania Dutch" kind?	9.3%
d) "just a little bit"?	34.4%

e) Has this influenced your desire to learn German in any tangible way?

aa) yes	68.7%
bb) no	31.2%

6. What is your basic motivation for studying German? (Check one or more)

a) Want to become a professional translator/interpreter	9.0%
b) Expect to be stationed in Germany by the military	9.0%
c) Might consider job opportunities with American firms doing business in West Germany	54.5%
d) Might consider career in the Foreign Service	15.1%
e) May want to teach German at some future time	18.2%
f) To satisfy academic foreign language requirements	39.45
g) Would like to be able to communicate with native speakers of German (in- or outside Germany)	69.7%
h) Would like to read German-language newspapers, magazines, and other contemporary reading material	34.8%
i) Would like to read some German "classics" in the original	33.3%
j) Would like to understand German-language broadcasts, films, theatrical plays, etc.	48.5%

k) Would like to read German-language scientific or technical papers only 7.6%
l) "Status symbol": Would like to demonstrate to self or others the ability to learn a relatively difficult, highly inflected Germanic language 22.7%
m) Other reasons (for specifics, see text) 36.4%

7. Do you like the sounds of German as a spoken language?

a) yes 59.1%
b) no 3.0%
c) no particular like or dislike 34.8%

8. Do you find some sounds of German "strange" and contrary to your natural "linguistic instincts" (Sprachgefühl)?

a) yes 56.0%
b) no 40.0%

If so, which ones?

Umlauts, ch, z, e, scht, r, pf, x, consonant clusters

9. As a native speaker of English, which German vowel(s) and/or consonant(s), if any, do you find most difficult to pronounce?

Umlauts, ch, e, i, r, sch

10. Have you used language tapes or records privately or in the departmental language lab?

a) often 27.7%
b) occasionally 37.9%
c) seldom 30.3%
d) never 9.1%

11. If yes, have they been

a) definitely useful 31.8%
b) of some use 54.5%
c) of no use 3.0%

12. If language tapes seem useful to you, do they predominantly promote (check one or more)

a) comprehension of the spoken word or phrase? 40.9%
b) vocabulary-building? 27.3%
c) learning the correct use of pronunication and the sound-system of the target language (including intonation and general speech patterns)? 74.2%

d) perception and knowledge of grammar, syntax, and general language structure? 21.2%
e) conversational routines and useful language habits? 33.3%
d) any or all of the above? 16.7%

13. In terms of foreign language learning, do you find German grammar, syntax, word formations and inflections

a) easy to comprehend? 24.2%
b) difficult but learnable? 59.1%
c) very difficult? 9.1%
d) next to impossible to master? 0%

14. Which of the above seems most difficult?

a) Grammar 37.9%
b) Syntax 24.2%
c) Word formation 15.1%
d) Inflections 3.0%
e) Verbs 3.0%

15. Within the framework of your current linguistic proficiency, have you used <u>conversational</u> German

a) in formal classroom settings only? 56.1%
b) in organized, semi-formal "conversation groups"? 18.2%
b) informally, with peers, friends, incidental native speakers on campus or in the community? 45.4%

16. In your opinion or "intuition," do you think it preferable to learn German (or any other foreign language) by

a) "Picking up" and "absorbing" the target language through reading, informal listening, colloquial speech and dialogue, role playing, interacting with native or near-native speakers, and some "immersion" in the linguistic "target culture"? 7.6%

b) using a formally structured, well-planned and organized, "grammatical" approach to language learning and education? 3.0%

c) employing a combination of both approaches in the classroom and elsewhere? 89.4%

17. Do you think the soft playing of selected pieces of classical music in classrooms, private study, or similar settings could be helpful to language learning in some way or other?

a) yes	22.7%
b) Don't think so	34.8%
c) Can't say	42.5%

If answer is yes, please explain:

General notion of those answering with yes: Music relaxes and promotes learning.

18. During language exercises, do you tend to

a) "think in German"?	31.8%
b) silently translate back and forth, using your native English as main vehicle of thought?	57.6%
c) use your dictionary to look up unfamiliar words right away, or	21.2%
d) try to guess their meanings from their contexts first?	43.9%

19. Have you ever dreamt in German?

a) once	1.5%
b) a few times	24.2%
c) never	69.7%

If yes, what do you think this may indicate?

A variety of subjective opinions were given: Too much learning effort; real learning occurs; stress reaction; etc.

The following questions are meant to explore some inter-cultural sentiments and socio-political variables thought to be of importance by language teachers and cultural linguists in connection with, and related to, language learners' attitudes toward the target language, the target culture and its people, and the learner's ultimate ability to master the language in question to a reasonable degree of proficiency.

20. Do you tend to regard (and "internalize") your instructor in German as a native speaker and representative of that linguistic and cultural environment?

a) very much so	69.7%
b) to some extent	28.8%
c) not at all ("it's just his/her instructor's job")	1.5%

21. Do you have, or have had, any more lasting relationships with friends, acquaintances, exchange students, "pen pals," etc., who are native speakers of German, with an opportunity for language practice and for getting more closely acquainted with their cultural upbringings, opinions, emotional and temperamental qualities, religious beliefs, socio-political persuasions, and various other value systems?

a) yes	40.9%
b) no	59.1%

If yes, please describe your personal impressions and perceptions in two or three brief sentences:

Variety of personal observations: Germans work hard, are serious-minded, realistic, have certain emotional qualities and reactions, etc.

22. Do you think there is such a paradigmatic person as a "typical German"?

a) yes	30.3%
b) no	62.1%

If yes, please explain:

Some characteristics were given, mostly similar to (21)

23. Could you imagine yourself living, working, teaching or studying in West Germany (Federal Republic of Germany) for any extended period of time?

a) yes	81.9%
b) no	15.1%

If yes, in what capacity?

Business	27.4%
"Work & live in Germany"	19.6%
Study at university	9.8%
Military	7.8%
Embassy work	7.8%
Teaching	5.9%
Work as interpreter	5.9%
Extended visit to study culture	3.9%
"Don't know"	3.9%
Job with airlines	2.0%
Bankteller	2.0%
Chemical engineer	2.0%
Computer science	2.0%

Engineering	2.0%
Historian	2.0%
Living & raising a family	2.0%
Politics or PR work	2.0%
Radio & TV work (Deutsche Welle)	2.0%
Scientific research	2.0%
"Summer abroad"	2.0%
Work with I.C.E. program	2.0%

24. Do you like German food and cuisine?

a) Yes, love it	59.1%
b) It's okay I guess	37.9%
c) Don't care for it	0%

25. If single, could you imagine yourself being married to a native born German spouse?

a) Yes, if everything else seems right	54.4%
b) Possibly yes, but with considerable reservations	10.6%
c) Out of the question	0%
d) Can't really say	34.9%

26. Do you like German songs and poetry?

a) Yes, they seem to turn me on somehow	42.4%
b) No, not particularly	13.6%
c) Haven't read or heard any to speak of	22.7%
d) No opinion	21.3%

27. How do you feel about the music and works of the German poet and composer Richard Wagner (1813 - 1883)?

a) I think it's great	27.3%
b) Can't say I like any of it	7.6%
c) It's okay with me	39.4%
d) Terrible	0%

28. To what extent--if any--has awareness of current and past political events in the history of Germany since 1933 and World War II influenced your thinking and decision to study German?

a) Don't know much (or enough) about it	7.6%
b) Not really interested	0%
c) Some bad things have happened there, don't know <u>what</u> to say	12.1%
d) strong feelings of disapproval but hope they have learnt their political lesson(s)	6.1%

e) The German people must live with their own history and solve their own problems which are none of my immediate concern or that of my generation 7.6%
f) The question is irrelevant in connection with interest in language learning and education 47.0%
g) No opinion 19.7%

29. Please make any additional personal comments you may wish to share and think useful in the context of this study. Thank you again for your help and cooperation.

31 respondents (= 47.0%) made personal comments enlarging further on their feelings about learning German and what they hope may come of it. Genuine interest in Germany, its culture--past and present--and its people came through in a considerable number of comments. Some remarks were related to Question 28 but not as many as one might have expected. Those that were made were remarkably objective and impartial, making, among other things, a clear distinction between a country's people and its perennial political leadership.